

## West Virginia State Standard

### Grade K

#### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

| West Virginia Standards                    |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Reading Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.K.1.1                                  | identify that words are made of phonemes (c/a/t).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.2                                  | identify the sounds in a one-syllable word (play = p/l/a).   | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.3                                  | recognize and manipulate onset and rime (word families).   | N/A                   | N/A                                   | N/A        |
| RLA.K.1.4                                  | use basic elements of phonetic analysis (e.g., common letter/sound relationships; beginning/ending consonant sounds; short/long vowel sounds; word patterns).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.5                                  | recognize and name all <b>lower</b> /upper case letters in random order.   | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.6                                  | identify level-appropriate sight words and vocabulary words (e.g., color words; number words; positional words - top, bottom, in, out; high frequency words - I, it; words for person, places, things and actions).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.7                                  | recognize basic comprehension concepts (e.g., main idea; setting; characters; sequence; retelling; predicting).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.8                                  | recognize that print conveys meaning (e.g., know that printed letters and words represent spoken language).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.1.9                                  | recognize how print is organized and read (e.g., front of book; title; hold book correctly; follow words from left to right and top to bottom of page; turn pages left to right; one to one match - print and voice; know the difference between words and letters). | N/A                   | N/A                                   | N/A        |

| <b>Topic</b> | <b>Description</b>  | <b>Lessons</b> | <b>Supplemental Material</b>          | <b>Activities</b> |
|--------------|---|----------------|---------------------------------------|-------------------|
| RLA.K.1.10   | establish a purpose for reading (e.g., for information, for pleasure).  | ✓              | Oral Reading: Expert Sheets<br>4 - 20 | ✓                 |
| RLA.K.1.11   | identify author's purpose (e.g., to persuade, to inform).   | ✓              | Oral Reading: Expert Sheets<br>4 - 20 | ✓                 |
| RLA.K.1.12   | make connections between literary work and people in own life and other cultures (e.g., characters; events).  | ✓              | Oral Reading: Expert Sheets<br>4 - 20 | ✓                 |
| RLA.K.1.13   | use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions; signs; captions; labels; technology). | ✓              | Oral Reading: Expert Sheets<br>4 - 20 | ✓                 |
| RLA.K.1.14   | increase amount of independent reading.   | ✓              | N/A                                   | ✓                 |

## West Virginia State Standard

### Grade K

#### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

| West Virginia Standards                    |   | My Reading Coach Gold |                                       |            |
|--|---|-----------------------|---------------------------------------|------------|
| Topic                                      | Description   | Lessons               | Supplemental Material                 | Activities |
| <b>Writing Objectives – Students will:</b> |   |                       |                                       |            |
| RLA.K.2.1                                  | demonstrate knowledge of conventions of print (e.g., correct directionality; proper writing position; print some upper/lower case letters of the alphabet and numerals 0-9; uniformity in print; write own first and/or last name). | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.2.2                                  | begin to compose written works using appropriate parts of the writing process (e.g., initial attention to planning and drafting; class and individual publishing).  | N/A                   | Challenge Sheets: Grammar             | N/A        |
| RLA.K.2.3                                  | use writing and other methods for self-expression (e.g., drawing pictures; using letters or phonetically spelled words; telling; dictating; making lists).  | N/A                   | Challenge Sheets: Grammar             | N/A        |
| RLA.K.2.4                                  | use a variety of sources to gather information in sharing thoughts and ideas (e.g., pictures; charts; videos; television programs; graphs; computers).  | N/A                   | N/A                                   | N/A        |
| RLA.K.2.5                                  | use conventions of spelling in written compositions (e.g., use letter/sound relationships to spell independently; spell some high frequency words appropriate to grade level).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 20 | ✓          |
| RLA.K.2.6                                  | use conventions of capitalization in written compositions (e.g., first and last names; first word of sentence; pronouns).   | ✓                     | Challenge Sheets: Grammar             | ✓          |
| RLA.K.2.7                                  | recognize and use conventions of punctuation in written composition (e.g., period and question mark).   | ✓                     | Challenge Sheets: Grammar             | ✓          |

## West Virginia State Standard

Grade K

### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

| West Virginia Standards  |   | My Reading Coach Gold |                       |            |
|--|---|-----------------------|-----------------------|------------|
| Topic  | Description   | Lessons               | Supplemental Material | Activities |
| <b>Listening, Speaking and Viewing Objectives – Students will:</b> |   |                       |                       |            |
| RLA.K.3.1  | listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns.                      | N/A                   | N/A                   | N/A        |
| RLA.K.3.2  | understand the main idea or message in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives). | N/A                   | N/A                   | N/A        |

## West Virginia State Standard

### Grade 1

#### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

| West Virginia Standards                    |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Reading Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.1.1.1                                  | blend or segment the phonemes of most one-syllable words.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.2                                  | substitute, delete and manipulate beginning and ending phonemes.   | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.3                                  | develop a rhythm and rhyme of words (e.g., nursery rhymes; songs; poems; tongue twisters).   | N/A                   | N/A                                   | N/A        |
| RLA.1.1.4                                  | use basic elements of phonetic analysis to decode unknown words (e.g., sound relationships; beginning/ending consonants; vowel sounds; blends).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.5                                  | use basic elements of structural analysis to decode unknown words (e.g., basic prefixes/suffixes; compound words; root words; spelling patterns; contractions).                                | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.6                                  | understand level appropriate sight words and vocabulary (e.g., high frequency words such as said, was and where; antonyms - hot, cold; synonyms - rock, stone; multiple meaning words - ball). | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.7                                  | use a variety of context clues to determine word meanings (e.g., prior knowledge; reading ahead).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.8                                  | recognize basic comprehension concepts (e.g., story elements; main idea; sequence; cause/effect; prediction).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.1.9                                  | respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |

| <b>Topic</b> | <b>Description</b>   | <b>Lessons</b> | <b>Supplemental Material</b>          | <b>Activities</b> |
|--------------|--|----------------|---------------------------------------|-------------------|
| RLA.1.1.10   | explain how print is organized and read (e.g., author; illustrator; difference between letters - words - sentences; aware of the use of capitalization and punctuation as text boundaries).                      | ✓              | Challenge Sheets: Grammar             | ✓                 |
| RLA.1.1.11   | use meaning clues to aid comprehension and make predictions about content (e.g., pictures; picture captions; title; cover; story structure; story topic; action; events).  | ✓              | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| RLA.1.1.12   | read with accuracy and comprehension instructional level texts designed for the first grade to use self-correction strategies (e.g., search for cues; identify miscues; reread; ask for help).                   | ✓              | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| RLA.1.1.13   | read aloud familiar stories, poems and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation) and self-select a variety of literary works.                             | N/A            | N/A                                   | N/A               |
| RLA.1.1.14   | establish purpose for reading (e.g., for information; for pleasure; to identify a specific viewpoint).   | ✓              | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| RLA.1.1.15   | make connections in literary work and people in own life and other cultures (e.g., events; characters; conflicts).   | ✓              | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| RLA.1.1.16   | use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books). | ✓              | Oral Reading: Expert Sheets<br>4 - 32 | ✓                 |
| RLA.1.1.17   | increase amount of independent reading.  | ✓              | N/A                                   | ✓                 |

## West Virginia State Standard

### Grade 1

#### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

| West Virginia Standards                    |  | My Reading Coach Gold |                                    |            |
|--|--|-----------------------|------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material              | Activities |
| <b>Writing Objectives – Students will:</b> |  |                       |                                    |            |
| RLA.1.2.1                                  | use conventions of print (e.g., correct directionality; proper writing position; print upper/lower case letters of the alphabet and numerals; demonstrate uniformity in print; write own first and last name). | ✓                     | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.1.2.2                                  | compose written works using appropriate parts of the writing process (e.g., initial attention to planning; drafting; rereading for meaning; some self correction; class and individual publishing).            | ✓                     | Challenge Sheets: Grammar          | ✓          |
| RLA.1.2.3                                  | develop a simple story with appropriate sequence (e.g., beginning; middle; end).   | ✓                     | Challenge Sheets: Grammar          | ✓          |
| RLA.1.2.4                                  | write in a variety of forms or genres (e.g., journal writing; written response to literature; writing poems).  | N/A                   | N/A                                | N/A        |
| RLA.1.2.5                                  | use a variety of sources to gather information to share thoughts and ideas (e.g., informational books; pictures; charts; indexes; videos; television programs; graphs; computers).                             | N/A                   | N/A                                | N/A        |
| RLA.1.2.6                                  | alphabetize to the first letter.   | N/A                   | N/A                                | N/A        |
| RLA.1.2.7                                  | use conventions of spelling in written composition (e.g., letter/sound relationships; high frequency words from appropriate grade level list; transition from invented spelling to conventional spelling).     | ✓                     | Challenge Sheets: Grammar          | ✓          |

| Topic      | Description  | Lessons | Supplemental Material     | Activities |
|------------|--|---------|---------------------------|------------|
| RLA.1.2.8  | use conventions of capitalization in written composition (e.g., days of week; months of year; names of people; special places; differentiation between common and proper nouns). | ✓       | Challenge Sheets: Grammar | ✓          |
| RLA.1.2.9  | use conventions of punctuation in written composition (e.g., period; question mark; exclamation mark).   | ✓       | Challenge Sheets: Grammar | ✓          |
| RLA.1.2.10 | use the mechanics of grammar in written composition (e.g., nouns; verbs; declarative and interrogative sentences).   | ✓       | Challenge Sheets: Grammar | ✓          |
| RLA.1.2.11 | use conventions of complete sentences in written composition (e.g., capitalize first word; include a noun and verb; ending punctuation).   | ✓       | Challenge Sheets: Grammar | ✓          |

## West Virginia State Standard

### Grade 1

#### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

| West Virginia Standards  |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic  | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Listening, Speaking and Viewing Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.1.3.1  | identify the main idea of messages in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives.)   | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |
| RLA.1.3.2  | listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence; relate information to own life; describe character - setting - plot; engage in creative and dramatic play; imagine beyond the story). | ✓                     | Oral Reading: Expert Sheets<br>4 - 32 | ✓          |

## West Virginia State Standard

### Grade 2

#### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

| West Virginia Standards                    |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Reading Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.2.1.1                                  | use basic elements of phonetic analysis (e.g., syllabication; diphthongs; digraphs; variant vowel sounds such as r-controlled).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| RLA.2.1.2                                  | use basic elements of structural analysis to decode unknown words (e.g., syllables; prefixes; suffixes; root words; compound words; spelling patterns; contractions).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| RLA.2.1.3                                  | identify and use grade level appropriate sight words and reading vocabulary (e.g., high frequency words; homonyms - I, eye; homophones - read, read; multiple meaning words; synonyms; antonyms).              | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| RLA.2.1.4                                  | use a variety of context clues to decode unknown words (e.g., prior knowledge; read ahead; reread).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| RLA.2.1.5                                  | use reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales; folk-tales; fiction; nonfiction; poems; legends; fables; fantasies; chapter books).      | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| RLA.2.1.6                                  | use basic comprehension skills to understand a story (e.g., story elements; main idea; sequence; cause/effect; predicting; drawing conclusions; fact or opinion; summarizing; responding creatively to texts). | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |
| RLA.2.1.7                                  | respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 46 | ✓          |

| <b>Topic</b> | <b>Description</b>   | <b>Lessons</b> | <b>Supplemental Material</b>          | <b>Activities</b> |
|--------------|--|----------------|---------------------------------------|-------------------|
| RLA.2.1.8    | use meaning clues to aid comprehension and make predictions about content (e.g., pictures; pictures captions; title; cover; heading; story structure; story topic; action; events; character's behavior).        | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.1.9    | read with accuracy and comprehension instructional level texts designed for the second grade and use self-correction strategies (e.g., search for cues; identify miscues; reread; ask for help).                 | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.1.10   | read familiar stories, poems and passages with fluency.  | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.1.11   | establish a purpose for reading (e.g., for information; for pleasure; to understand specific viewpoints; to follow directions).  | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.1.12   | describe author's purpose (e.g., to persuade, to inform).  | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.1.13   | make connections between characters or simple events in a literary work and in own life and other cultures (e.g., events; characters; simple conflicts; themes).   | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.1.14   | use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books). | ✓              | Oral Reading: Expert Sheets<br>4 - 46 | ✓                 |
| RLA.2.2.15   | increase amount of independent reading.  | ✓              | N/A                                   | ✓                 |

## West Virginia State Standard

### Grade 2

#### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

| West Virginia Standards                    |   | My Reading Coach Gold |                                    |            |
|--|---|-----------------------|------------------------------------|------------|
| Topic                                      | Description   | Lessons               | Supplemental Material              | Activities |
| <b>Writing Objectives – Students will:</b> |   |                       |                                    |            |
| RLA.2.2.1                                  | use conventions of print (e.g., maintain proper handwriting position; maintain appropriate position of hand/pencil and paper/desk for the correct transition between manuscript and cursive writing).   | ✓                     | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.2.2.2                                  | develop a story with proper sequence (e.g., beginning - middle - end containing a main idea and supporting details).  | ✓                     | Challenge Sheets: Grammar          | ✓          |
| RLA.2.2.3                                  | begin to use the five step writing process (e.g., graphic organizers for pre-writing; descriptive words and details for drafting and revising; use of age appropriate dictionaries for editing and publishing; conferencing to edit: punctuation; capitalization; spelling at developmentally appropriate level). | N/A                   | N/A                                | N/A        |
| RLA.2.2.4                                  | use a variety of sources to gather information to communicate with others (e.g., dictionaries; informational book; pictures; charts; indexes; videos; television programs; guest speakers; graphic organizers).   | N/A                   | N/A                                | N/A        |
| RLA.2.2.5                                  | alphabetize to the second letter and use simple guide words.  | N/A                   | N/A                                | N/A        |
| RLA.2.2.6                                  | use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list; use letter/sound relationships to spell independently; spell phonetically irregular words - one, could, they; transition from invented to conventional spelling).                         | ✓                     | Challenge Sheets: Writing, Grammar | ✓          |

| Topic      | Description  | Lessons | Supplemental Material     | Activities |
|------------|--|---------|---------------------------|------------|
| RLA.2.2.7  | use conventions of capitalization in written composition (e.g., titles; initials; titles of written works; greeting and closing of a letter).  | ✓       | Challenge Sheets: Grammar | ✓          |
| RLA.2.2.8  | recognize and use conventions of punctuation in written composition: period (e.g., abbreviations, initials); comma (e.g., dates, greeting/closing of a letter, separate city - state - country, separate items in a list); quotation marks for direct quotes; apostrophe (e.g., contractions, singular possessives). | ✓       | Challenge Sheets: Grammar | ✓          |
| RLA.2.2.9  | use the mechanics of grammar in written composition (e.g., correct subject/verb agreement; simple adjectives and adverbs).   | ✓       | Challenge Sheets: Grammar | ✓          |
| RLA.2.2.10 | write correctly formed and punctuated simple sentences (e.g., declarative; interrogative; exclamation).  | ✓       | Challenge Sheets: Grammar | ✓          |

## West Virginia State Standard

### Grade 2

#### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

| West Virginia Standards  |  | My Reading Coach Gold |                       |            |
|--|--|-----------------------|-----------------------|------------|
| Topic  | Description  | Lessons               | Supplemental Material | Activities |
| <b>Listening, Speaking and Viewing Objectives – Students will:</b> |  |                       |                       |            |
| RLA.2.3.1  | recognize the main idea or intended messages in visual media (e.g., pictures; cartoons; weather reports; newspaper photos; visual narratives).   | ✓                     | N/A                   | ✓          |
| RLA.2.3.2  | listen, recite and respond to familiar stories, poems and songs (e.g., retell in sequence; relate information to own life; describe character - setting - plot; engage in creative and dramatic play; imagine beyond the story). | N/A                   | N/A                   | N/A        |

## West Virginia State Standard

### Grade 3

#### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

| West Virginia Standards                    |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Reading Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.3.1.1                                  | recognize level appropriate sight words and content vocabulary.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.3.1.2                                  | recognize level appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multi-meaning words).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.3.1.3                                  | use reading skills and strategies to comprehend a variety of literary passages and texts (e.g., fairy tales, folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; historical fiction; biographies; autobiographies; chapter books). | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.3.1.4                                  | use comprehension skills to understand a story (e.g., story elements; sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic).   | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.3.1.5                                  | recognize the ways in which language is used in literary text (e.g., simile; metaphor; idioms).  | N/A                   | N/A                                   | N/A        |
| RLA.3.1.6                                  | use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams).   | N/A                   | N/A                                   | N/A        |
| RLA.3.1.7                                  | use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., action; events; story topic; behaviors).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.3.1.8                                  | read with accuracy and comprehension instructional level texts designed for third grade and use self-correction strategies (e.g., search for cues; identify miscues; reread).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |

| <b>Topic</b> | <b>Description</b>   | <b>Lessons</b> | <b>Supplemental Material</b>          | <b>Activities</b> |
|--------------|--|----------------|---------------------------------------|-------------------|
| RLA.3.1.9    | read familiar stories, poems and passages with fluency and expression (e.g., rhythm; flow; meter; tempo; pitch; tone; intonation) and self-select a variety of literary works.                                 | ✓              | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| RLA.3.1.10   | explain a purpose for reading (e.g., for information; for pleasure; to understand a specific viewpoint).   | ✓              | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| RLA.3.1.11   | recognize author's purpose (e.g., to persuade; to inform).   | ✓              | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| RLA.3.1.12   | compare connections between characters or simple events in a literary work in own life and other cultures (e.g., events; characters; conflicts; themes).   | ✓              | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| RLA.3.1.13   | use reading skills and strategies to identify a variety of informational resources to support literacy learning (e.g., environmental print; written directions; signs; captions; labels; informational books). | ✓              | Oral Reading: Expert Sheets<br>4 - 61 | ✓                 |
| RLA.3.1.14   | increase amount of independent reading.  | N/A            | N/A                                   | N/A               |

## West Virginia State Standard

### Grade 3

#### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

| West Virginia Standards                    |  | My Reading Coach Gold |                                    |            |
|--|--|-----------------------|------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material              | Activities |
| <b>Writing Objectives – Students will:</b> |  |                       |                                    |            |
| RLA.3.2.1                                  | demonstrate proper manuscript and full transition to cursive writing techniques (e.g., posture; paper placement; pencil grip; letter formation; slant; letter size; spacing; rhythm; alignment).   | ✓                     | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.3.2.2                                  | use the five step writing process (e.g., graphic organizers for prewriting; descriptive words and details for drafting and revising; use of simple dictionaries for editing and publishing; conferencing to edit; punctuation; capitalization; and spelling at developmentally appropriate level). | N/A                   | N/A                                | N/A        |
| RLA.3.2.3                                  | use paragraph format to write compositions (e.g., beginning - middle - end; main ideas with relevant details; sentence variety - declarative, interrogative; descriptive and transitional words; indentations).  | ✓                     | Challenge Sheets: Grammar          | ✓          |
| RLA.3.2.4                                  | use a variety of strategies to plan simple research (e.g., identify possible topic by brainstorming; list questions; use idea webs; organize prior knowledge about a topic; develop a course of action for writing; determine how to locate necessary information).                                | ✓                     | Challenge Sheets: Grammar          | ✓          |
| RLA.3.2.5                                  | use a variety of sources to gather information (e.g., use dictionaries; encyclopedias; newspapers).  | N/A                   | N/A                                | N/A        |
| RLA.3.2.6                                  | alphabetize to the third letter and use simple dictionary skills (e.g., guide words, pronunciation).   | N/A                   | N/A                                | N/A        |

| Topic      | Description   | Lessons | Supplemental Material              | Activities |
|------------|---|---------|------------------------------------|------------|
| RLA.3.2.7  | use conventions of spelling in written composition (e.g., spell high frequency words from appropriate grade level list; use letter/sound relationships to spell independently; make structural changes to spell words correctly: spell irregular verbs and irregular plural nouns). | ✓       | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.3.2.8  | use conventions of capitalization in written composition (e.g., greeting - heading - closing of a letter; first word of a direct quotation).  | ✓       | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.3.2.9  | use conventions of punctuation in written composition (e.g., commas in dates and addresses; greeting/closing of a letter; quotation marks around titles and direct quotations; apostrophes for contractions and possessive nouns).  | ✓       | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.3.2.10 | write a grammatically correct sentence (e.g., correct subject/verb agreement with singular and plural nouns and verbs; correct use of regular and irregular verbs).   | ✓       | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.3.2.11 | use specific mechanics of grammar in written composition (e.g., substitute pronouns for nouns; use pronoun agreements; adjectives; adverbs).  | ✓       | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.3.2.12 | write correctly formed sentences avoiding run-on sentences.   | ✓       | Challenge Sheets: Writing, Grammar | ✓          |

## West Virginia State Standard

### Grade 3

#### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

| West Virginia Standards  |   | My Reading Coach Gold |                                       |            |
|--|---|-----------------------|---------------------------------------|------------|
| Topic  | Description   | Lessons               | Supplemental Material                 | Activities |
| <b>Listening, Speaking and Viewing Objectives – Students will:</b> |   |                       |                                       |            |
| RLA.3.3.1  | listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form). | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.3.3.2  | define different messages conveyed through visual media (e.g., main ideas and supporting details; facts and opinions; main characters; setting; sequence of events).        | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |

## West Virginia State Standard

### Grade 4

#### Standard 1: Reading (RLA.S.1)

Students will use skills to read for literacy experiences, read to inform and read to perform a task by:

- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read); and
- employing a wide variety of literature in developing independent readers.

| West Virginia Standards                    |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Reading Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.4.1.1                                  | identify level appropriate vocabulary (e.g., multiple meaning words; synonyms; antonyms; homonyms; content area vocabulary; context clues).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.2                                  | apply structural analysis and context clues to decode and encode words.  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.3                                  | recognize the defining characteristics of a variety of literary forms and genres (e.g., fairy tales; folk-tales; fiction; nonfiction; myths; poems; fables; fantasies; biographies; autobiographies; chapter books).                 | N/A                   | N/A                                   | N/A        |
| RLA.4.1.4                                  | use comprehension skills to understand literary works (e.g., summarize; story elements; skim and scan; define expository text; compare/contrast; imagery; paraphrase; compose personal response; infer; fact and opinion; sequence). | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.5                                  | recognize the ways in which language is used in literary texts (e.g., simile; metaphor; idioms; analogies; and puns).  | N/A                   | N/A                                   | N/A        |
| RLA.4.1.6                                  | use graphic organizers and visualization techniques to interpret information (e.g., charts; graphs; diagrams; non-verbal symbols).   | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.7                                  | use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., pictures; picture captions; titles; headings; story structure; story topic; action - events - character behaviors).           | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |

| Topic      | Description  | Lessons | Supplemental Material                 | Activities |
|------------|--|---------|---------------------------------------|------------|
| RLA.4.1.8  | read with accuracy and comprehension instructional level texts designed for the fourth grade and use self-correction strategies (e.g., search for cues; identify miscues; reread). | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.9  | read orally with fluent expression and silently literary texts across the curriculum.  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.10 | determine a purpose for reading across the curriculum.   | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.11 | summarize the author's purpose (e.g., to persuade; to inform; to determine a specific viewpoint).  | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.12 | compare self to text in making connections between characters or simple events in a literary work with people and events in one's own and other cultures.                          | ✓       | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.1.13 | increase amount of independent reading.  | N/A     | N/A                                   | N/A        |

## West Virginia State Standard

### Grade 4

#### Standard 2: Writing (RLA.S.2)

Students will employ a wide range of writing strategies to communicate effectively for different purposes by:

- developing the writing process;
- applying grammatical and mechanical properties in writing; and
- gathering and using information for research purposes.

| West Virginia Standards                    |  | My Reading Coach Gold |                                    |            |
|--|--|-----------------------|------------------------------------|------------|
| Topic                                      | Description  | Lessons               | Supplemental Material              | Activities |
| <b>Writing Objectives – Students will:</b> |  |                       |                                    |            |
| RLA.4.2.1                                  | use conventions of print (e.g., legibility; uniformity in all written work).   | ✓                     | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.4.2.2                                  | use the five step writing process (e.g., focused composition; coherent and logical progression of ideas; correct page format - title - paragraphs - margins - indentations).   |                       |                                    |            |
| RLA.4.2.3                                  | use proper paragraph form in written composition (e.g., indent the first word of a paragraph; use topic sentence; recognize a paragraph as a group of sentences about one main idea; use an introductory and concluding paragraph; write at least two related paragraphs).   | ✓                     | Challenge Sheets: Grammar          | ✓          |
| RLA.4.2.4                                  | use strategies to gather and record information for research topics (e.g., notes- maps - charts - graphs - tables; summarize - paraphrase - describe in narrative form; gather direct quotes).   | N/A                   | N/A                                | N/A        |
| RLA.4.2.5                                  | use reference skills to identify words (e.g., alphabetical order, guide words, pronunciation, glossary).   | N/A                   | N/A                                | N/A        |
| RLA.4.2.6                                  | use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product; include simple facts - details - explanations - examples; draw conclusions from relationships and patterns that emerge from data of different sources; use appropriate visual aids and media). | N/A                   | N/A                                | N/A        |

| Topic      | Description   | Lessons | Supplemental Material              | Activities |
|------------|---|---------|------------------------------------|------------|
| RLA.4.2.7  | use conventions of spelling in written composition (e.g., spell high frequency words; spell commonly misspelled words from appropriate grade level list; use dictionary and other resources to spell words; use syllable constructions to spell words; use vowel combinations for correct spelling; use contractions - compound words - roots - suffixes - prefixes in spelling). | ✓       | Challenge Sheets: Writing, Grammar | ✓          |
| RLA.4.2.8  | use conventions of capitalization in written composition (e.g., titles of people; proper nouns such as towns - cities - counties - countries - names of streets - holidays; first word of a direct quote; heading - salutation - closing of a letter).  | ✓       | Challenge Sheets: Grammar          | ✓          |
| RLA.4.2.9  | use conventions of punctuation in written composition (e.g., use colons in business letter salutations; use quotation marks in the title of poems - songs - chapters; underline book titles).   | ✓       | Challenge Sheets: Grammar          | ✓          |
| RLA.4.2.10 | use a variety of sentence structure correctly in writing (e.g., simple - compound - complex sentences; avoid sentence run-ons and fragments).   | ✓       | Challenge Sheets: Grammar          | ✓          |
| RLA.4.2.11 | use the mechanics of grammar in written composition (e.g., avoid double negatives; correct verb tenses; use conjunctions - interjections - prepositions; correct subject verb agreement with regular and irregular verbs).  | ✓       | Challenge Sheets: Grammar          | ✓          |

## West Virginia State Standard

### Grade 4

#### Standard 3: Listening, Speaking and Viewing (RLA.S.3)

Students will apply their use of spoken, written and/or visual language to communicate

- with a variety of audiences and
- for different purposes.

| West Virginia Standards  |  | My Reading Coach Gold |                                       |            |
|--|--|-----------------------|---------------------------------------|------------|
| Topic  | Description  | Lessons               | Supplemental Material                 | Activities |
| <b>Listening, Speaking and Viewing Objectives – Students will:</b> |  |                       |                                       |            |
| RLA.4.3.1  | listen and respond to different literary forms (e.g., summarize and paraphrase to confirm understanding; recount personal experiences; listen to information and exhibit comprehension; provide reasons in support of opinions; respond to others' ideas). | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |
| RLA.4.3.2  | define a variety of messages conveyed through visual media (e.g., provide information by observing main concept - details - themes or lessons - viewpoints; recognize intended audience).  | ✓                     | Oral Reading: Expert Sheets<br>4 - 61 | ✓          |